



**Indiana
Department of Education**

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Indiana High Ability Language Arts Units – Grade 7

Power of Words

Differentiation Strategies – August 2015

Lesson Number	Original Reading Selection, Discussion Questions or Project	Alternate that might be more appropriate for average to above average learners
1	Pre-assessment: Grammar, Informational Text, Concept, and Writing	<p>Alternate assessment: Choose only one or two of the pre-assessments that are most effective for demonstrating growth of the average to above-average learners in the classroom.</p> <p>If the teacher already knows that scaffolding will be required, pre-assessments may not be a good use of time for those students.</p>
2	What is Power?	<p>Because this lesson is completed in groups with several students brainstorming at one time, there may be no need for differentiation during the chart activity.</p> <p>Possible Generalizations:</p> <ul style="list-style-type: none"> • Power is everywhere. • Power may be used for good or evil. • People want power. • Power can be passed on to others or taken away altogether. <p>Alternate homework: Students may write the generalization that they feel strongly about and then include bullet points on key factors/evidence that support their opinions, rather than writing a full persuasive essay</p>
3	Positive and Negative Word Power	<p>Alternate timing: This lesson could be conducted later in the unit when students have had more content on the Power of Words.</p> <p>Also, the article could be used as a non-fiction reading with discussion questions that relate. The classroom management differentiation suggests that students may have a first reading of the article when others are finishing pre-tests in Lesson 1.</p> <p>Alternate discussion questions:</p> <ul style="list-style-type: none"> • What is the relationship between gossip and bullying? • What power do words have in gossip?

		<ul style="list-style-type: none"> • Is the old adage about “sticks and stones” true? Why or why not? • How does social media and technology play a role in the issue of bullying and gossip? <p>(Note: This may be a choice to use for all students if it is too early for them to do the creative problem-solving model.)</p>
4	A Picture Paints a Thousand Words	<p>Alternate Timing/Homework Students may need one full class period to examine the art, discuss it, and brainstorm possible story ideas. The art graphic organizer may be completed during the discussion, and homework can be to complete a writing graphic organizer of the narrative over the painting that they have chosen.</p> <p>The second class period can be to formulate the rough draft of the writing, with finalization as homework. The teacher may choose to set a due date that allows more than one day of proofreading and editing.</p> <p>Some students may need additional instruction on the characteristics of a narrative:</p> <ul style="list-style-type: none"> • Narratives tell a story – usually fiction, but genres of autobiography, biography, and memoir are examples of nonfiction narratives. • There is a setting in which the narrative takes place. This is both the time and location for the story. It can often determine how the characters, plot, and conflict play out. • Narratives have characters – people or subjects that the story is about. The protagonist is the main character of the narrative, and there is often an antagonist who is in opposition of the protagonist. • Narratives move forward in a plot line. This is a series of events to which the characters react. The five main components, known as Freytag’s Pyramid, may help you organize a narrative: exposition, rising action, climax, falling action, and resolution. This means that a beginning, middle, and end of the story must be included. • Conflict occurs in a story when two opposing forces struggle. This can be an internal conflict or problem for the character, such as struggling with an idea in his mind, or it may be an external conflict that must be resolved, such as a physical obstacle to overcome. • The narrative will be told from a point of view – either first person narrative (I) or third person narrative (he, she, it).
5	Power of Imitation	<p>Alternate opening to lesson: Michael Clay Thompson speaks on the importance of grammar in this</p>

		<p>short video:</p> <p>https://www.youtube.com/watch?v=ad9qPxcWOKA</p> <p>Alternate nonfiction excerpt: “Why Grammar is Important” by William B. Bradshaw <i>Huffington Post</i> full article here: http://www.huffingtonpost.com/william-b-bradshaw/why-grammar-is-important_b_4128521.html</p> <p>“Whenever I get on my soapbox about grammar, people often tell me I put too much emphasis on the importance of grammar -- after all, they say, why does it matter what kind of grammar people use; the important thing is whether or not they understand what they are saying and writing to one another. I know that this is a popular position with some people, but let's look more deeply into the issue of using correct grammar.</p> <p>Grammar, regardless of the country or the language, is the foundation for communication -- the better the grammar, the clearer the message, the more likelihood of understanding the message's intent and meaning. That is what communication is all about. Recent national and international events make it clear that in the United States today we are lacking in the quality of communication that leads to understanding our fellow citizens and the people of other countries -- and this at a time when better understanding at home and abroad is so necessary.</p> <p>English is the primary grammatical standard for the world today -- in all venues of life: business, government, medicine, education, and so forth. In most countries where English is not the primary language, English is the language of second choice. For those of us who have had international students in our classrooms, although they usually speak with a noticeable accent, their knowledge of English grammar is frequently superior to that of our own students.</p> <p>Most in-depth thinkers, regardless of their national identity, realize that correct grammar leads to the kind of power in leadership that comes from superior communication, and they plan accordingly. As the economy of the United States has sputtered and our federal government has continued to put off action until the last minute, our prestige in the world has suffered. Among the leadership of some non-western countries, this has fueled their dreams of becoming the new world leader.</p>
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6	Power of Soliloquies and Meta-cognition	<p>Consider the following order of the lesson as an aid to differentiation:</p> <ol style="list-style-type: none"> 1. Summarize the essence of the play Macbeth. A summary to help the teacher may be found in Spark Notes: http://www.sparknotes.com/shakespeare/macbeth/summary.html

		<p>2. Video clip of Act 5, Scene 5</p> <p>3. Small group work on soliloquies. At this point the teacher may wish to do some direct instruction with those students in the differentiated group</p> <p>Alternate reading and homework activity Since the video clip is on Act 5, Scene 5 ("Tomorrow, and tomorrow, and tomorrow"), this scene may be the focal point for differentiation. Provide students with the print copy of the soliloquy and ask them to determine what the character Macbeth is saying in these lines:</p> <p>There would have been a time for such a word. Tomorrow, and tomorrow, and tomorrow, Creeps in this petty pace from day to day To the last syllable of recorded time, And all our yesterdays have lighted fools The way to dusty death. Out, out, brief candle! Life's but a walking shadow, a poor player That struts and frets his hour upon the stage And then is heard no more: it is a tale Told by an idiot, full of sound and fury, Signifying nothing.</p> <p>Guide students as needed in the completion of the text analyzer.</p> <p>Students should watch the video clip again to determine if there is anything else that they can glean from hearing it a second time.</p> <p>Homework for this group will be to complete the cartoon strip for Act 5, Scene 5 (above).</p> <p>Note: Another good reference for teachers: http://www.nosweatshakespeare.com/ Play overviews, scene summaries, and more to bring the Bard to life</p>
7	Speeches – World Wisdom	<p>Accommodating for time: The background information mentioned on Day 1 may be completed as a jigsaw activity, and due to ease in finding information the differentiation group should focus on Nelson Mandela.</p> <p>Possible link to use: http://www.biography.com/people/nelson-mandela-9397017</p> <p>If the multi-media presentation portion of the assignment is not feasible with your school's computer availability, students may share their ten facts orally or on chart paper that can be posted in the classroom.</p>

		<p>Alternate assignment for speech text analyzer:</p> <p>The link for Mandela’s Nobel Prize speech has accompanying text. This will aid in student discussion of speaker’s use of powerful words and language devices.</p> <p>Alternate speeches: A great website for both text and mp3 versions of American speeches may be found here: http://www.americanrhetoric.com/top100speechesall.html</p>
8	Speeches – Word Wisdom – Point of View	<p>Alternate speech suggestions:</p> <p>John Green – Butler Commencement Speech Video: https://www.youtube.com/watch?v=BLQ4Tswr1Ss Transcript: http://lybio.net/tag/john-greens-commencement-speech-2013-transcription/</p> <p>Steve Jobs – Stanford Commencement Speech Video: https://www.youtube.com/watch?v=D1R-jKKp3NA Text: http://news.stanford.edu/news/2005/june15/jobs-061505.html</p> <p>JK Rowling – Harvard Commencement Video: https://www.ted.com/talks/jk_rowling_the_fringe_benefits_of_failure Text: http://news.harvard.edu/gazette/story/2008/06/text-of-j-k-rowling-speech/</p> <p>Here is an aggregation of “The Greatest Commencement Addresses of All Time” http://www.brainpickings.org/2014/05/20/the-best-commencement-addresses-of-all-time/ Texts and audio/video recordings available within this website, allowing for possible student choice.</p>
9	Power – Memories and Experience	<p>Additional Notes: Students may need additional guidance on the characteristics of the genres mentioned in this lesson to help with the Venn Diagram activity.</p> <p><u>Autobiography</u></p> <ul style="list-style-type: none"> • Tells the story about the author’s life • First person point of view • Chronological order • Author’s voice comes through as his own story is revealed • Must be true to the events <p><u>Biography</u></p> <ul style="list-style-type: none"> • Tells the life of someone by another author • Third person point of view • Covers major events of the person’s entire life, not just those related to a certain theme

		<ul style="list-style-type: none"> • Author's voice comes through, but he does not "live" the events like his own <p><u>Memoir</u></p> <ul style="list-style-type: none"> • Tells of first hand experiences • Details are as the author remembers them, but may not necessarily be as they actually occurred • Snapshot of one's life, not the entire life's story • Relates to a theme • Expresses thoughts and feelings about how the event(s) affected the author <p>Alternate homework: While <i>Red Scarf Girl</i> is at a reading level (780L) appropriate for average seventh grade readers, the teacher may need to adjust the amount of reading expected from the students as homework each evening. Consider the class make-up, and determine if extending the time to read the novel will be necessary.</p> <p>The vocabulary web may be completed as a jigsaw activity small group in class. The teacher may assign the most important vocabulary word to complete for this section of the book. A glossary is available in the back of the book.</p>
10	Defining Identity Within a Culture	<p>Scaffolding for primary source documents: This lesson is within reach for typical learners if additional scaffolding is provided. See the classroom management guide for possible grouping strategies so that the teacher has time to meet with and work directly with small groups of students to analyze primary source documents. In small group, the teacher may wish to read aloud the article (Handout 7:10.2) and discuss it with students as it relates to the novel.</p>
11	Words that Include and Exclude	<p>Additional Related Article: "Chinese Red Guards Apologize, Reopening a Dark Chapter": http://www.npr.org/sections/parallels/2014/01/23/265228870/chinese-red-guards-apologize-reopening-a-dark-chapter</p> <p>This includes a listening opportunity from NPR's "All Things Considered" show, which will offer yet another bit of scaffolding for more typical learners.</p>
12	Obedience or Compliance	<p>All students should be able to take part in this lesson involving a skit. Additional time is suggested, however, in order to improve the quality of each group's performance and assessment of others' performances.</p>

		<p>Alternate Timing:</p> <p>This lesson will likely take two class periods – one to prep, write, and practice the skits and the next one to perform and assess. Any time left over on the second day may be used for additional reading time for the novel.</p>
13	Propaganda and Education	With appropriate scaffolding, all students should be able to participate in this activity. Students will all have had experience working with the primary source photographs and the analyzer.
14	Persuasive Writing	<p>Alternate writing model:</p> <p>Average students may do better with the Hamburger Writing Model, which will still afford them the same format for the persuasive writing in a little more straightforward visual: http://education.wm.edu/centers/cfge/curriculum/teachingmodels/#hamburger</p> <p>During the writing workshop time, the teacher may need to check in with writers who need help integrating the examples/ evidence of education during the Cultural Revolution. Explain that Comrade Mao Tse-tung was focusing on education of the working class (proletarian politics), education that combines productive labor. Encourage students to think of ways that the novel exemplified education that developed morals, intellect, and physical strength in accordance with the socialist politics that he stressed.</p> <p>Allow for additional time as needed in order for students to formulate cogent essays.</p>
15	Power of Choice to Impact Destiny	<p>Alternate activity:</p> <p>If additional time is needed for the essays from Lesson 14, the teacher may wish to complete a whole group discussion of the propaganda poster as it relates to the novel, thereby allowing additional time for the persuasive writing assignment from the previous lesson.</p>
16	What We Leave Behind – Power of History	<p>Scaffolding activity:</p> <p>Students may benefit from a review of the “pillars of persuasion,” as referred to in the 6th grade IHALA Unit on Power of the Mind. This website offers excellent definitions and examples of ethos, pathos, and logos as they relate to persuasive writing. Taking time to discuss these strategies for persuasion will likely enhance the four corner debates in the next lesson, as well. http://pathosethoslogos.com/</p>
17	Four Corner Debate	This lesson is within reach of more typical learners with the additional scaffolding provided in Lesson 16.
18	The Concept of Power Revisited	Consider calling this lesson a “timed-writing” activity, as students will be asked many times to write a coherent response to a writing prompt in a short amount of time. This is excellent practice for Indiana’s ISTEP

		and other timed-writing tests.
19	Words to Describe Poetry	<p>Alternate group activity: Due to the time allotted (45 minutes) for this lesson, it may be necessary to jigsaw poems so that students have time to analyze them critically. Listed below are websites with classic examples of the types suggested in the lesson: ode, elegy, sonnet, ballad, and free verse. Consider choosing/ assigning one poem to each of the groups for the jigsaw activity. Additional time may be necessary in a subsequent class period in order for groups to share out their findings about the poems.</p> <p><i>Ode</i> http://www.webexhibits.org/poetry/explore_classic_ode_examples.html</p> <p><i>Elegy</i> O, Captain! My Captain! by Walt Whitman – written for Abraham Lincoln In Memory of W.B. Yeats by W.H. Auden</p> <p><i>Sonnet</i> http://www.webexhibits.org/poetry/explore_famous_sonnet_examples.html</p> <p><i>Ballad</i> http://www.webexhibits.org/poetry/explore_famous_ballad_examples.html</p> <p><i>Free Verse</i> http://literarydevices.net/free-verse/</p>
20	Power of Poetry	<p>This lesson is within reach of all students, but additional class time may be required to complete all of the activities.</p> <p>Alternate homework: Students will choose <u>one</u> poem by one of the poets listed in the homework activity.</p>
21	Unpacking the Power: It's Bigger on the Inside	<p>Scaffolded assignment: More typical learners might be better served by researching the Pablo Neruda poems, which may be a bit easier to unpack using the handout 7:21.1</p> <p>Additional time: The lesson is within reach of all students but additional class time beyond one period may be necessary to complete the activities.</p>
22	Grammar – Poems	With the possibility of extended time, all students should be able to complete the grammar lesson.

23	PBL - Finding an Audience for our Words	With possible grouping adjustments, all students should be able to complete this lesson.
24 – 26 and 28	Literature Circles	<p>Alternate selections:</p> <p>If timing does not allow for another three weeks to conduct literature circles on full novels, the teacher may want to consider short stories as the basis of the literature circles and the project for these lessons.</p> <p>Because the focus of the unit is on the Power of Words, Kipling’s classic <i>Just So Stories</i> (Lexile 1190) might be a good fit. These do not connect with social studies as the lesson’s suggested novels do, but the cultural settings and manipulation of language offer students plenty of opportunity to examine rich stories in a literature circle format. Additionally, <i>Just So Stories</i> are all available in the public domain.</p> <p>http://www.gutenberg.org/ebooks/2781</p> <p>“How the Whale Got His Throat” “How the Camel Got His Hump” “How the Rhinoceros Got His Skin” “How the Leopard Got His Spots” “The Elephant’s Child “The Sing-Song of Old Man Kangaroo” “The Beginning of the Armadillos” “How the First Letter Was Written” “How the Alphabet Was Made” “The Crab That Played With The Sea” “The Cat That Walked By Himself” The Butterfly That Stamped”</p> <p>Resources:</p> <ul style="list-style-type: none"> • Kipling’s biography explains how the stories came to be and how the title of the book originated. • The stories are read aloud on librivox. • The National Portrait Gallery offers an excellent webquest on the Just So Stories. <p>Project Menu Addition:</p> <p>The projects listed in the lesson will also work with the short stories. In addition, students may be allowed to write an original story on how a natural event or animal came to be, emulating Kipling’s style and rich language.</p> <p>Alternate timing:</p> <p>If short stories are used rather than full novels, the reading and literature circle lessons can likely be completed in 2-3 class periods. If students read more than one short story, a week may be necessary to complete the group discussions and individual project.</p>

27	Paradoxes and Relativism	As a whole group, teacher-directed activity, average and above students should be able to react to the content of this philosophy lesson.
29	Socratic Seminar	<p>Alternate Questions: If using <i>Just So Stories</i>, the following questions may be used for the Socratic Seminar discussion in order to tie all the texts together around the concept of Power of Words. Textual evidence and/or background knowledge must be cited in the answers students give.</p> <ul style="list-style-type: none"> • How can an idea or words be powerful? • How does Kipling engage a reader through words? • When might silence be more powerful than words? Give an example from the readings that supports your idea. • Should one's words ever be censored? Why or why not? • What message or lesson from any of the readings in this unit can be applied to the current events of the United States? • How does the power of our culture shape us? What examples are in our readings in this unit?
30-32	Research – Censorship and the Power of Words	<p>With appropriate scaffolding, the research lessons and presentations should be within reach of the typical student. Choice of topic may be the key to an individual student's success, so the teacher may wish to guide students who have difficulty narrowing topics.</p> <p>Alternate multi-media presentation format: Students who have similar topic choices may be grouped together to create presentations, allowing for a collaborative mix of information. This strategy will avoid repetition during the presentations, thereby heightening audience interest and engagement.</p>
33	Unit Assessment – Power of Words Matrix	<p>Alternate selections for the matrix:</p> <ul style="list-style-type: none"> - If used, <i>Just So Stories</i> by Rudyard Kipling would replace the literature circle novels.
34	Post-assessment: Grammar, Informational Text, Concept, and Writing	<p>Alternate assessment:</p> <p>Choose the same type of assessment(s) that were given as pre-tests in order to demonstrate growth of the average to above-average learners in the classroom.</p>